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ABSTRACT

This guide, part of a series of workplace-developed materials for retraining factory workers, provides teaching materials for a workplace communication and public speaking course. The course is a review of basic speech concepts focused on helping participants to be comfortable in class discussions and speaking in front of an audience. Topics covered include the following: elements of a presentation, preparing presentations for varying time lengths, using visual aids, using question and answer sessions, and mental preparation for presentations. Applications of these concepts to presentations on the job are emphasized. The introductory materials include a course outline, course objectives, a topical outline, teaching methods, and materials. Lesson plans for six sessions are provided. The session materials include teacher tips, information sheets, and handouts. Student and instructor presentation critique sheets also are included. (KC)

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Presentation Skills

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PEOPLE RETRAINING for INDUSTRY EXCELLENCE

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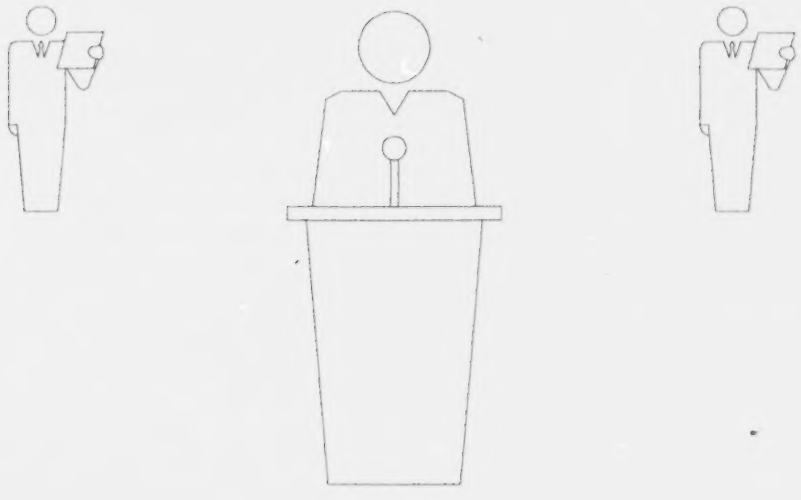
Presentation Skills



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National Workplace Literacy Program

1995

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Mercer County Community College thanks Lorna Burt, Senior Education Specialist/Curriculum Developer for creating this manual. Through her valuable contributions employees in manufacturing and service industries learned concepts relevant to their existing jobs and strategies for learning other tasks if that opportunity should arise.

WORKPLACE SKILLS TRAINING PHILOSOPHY

A factory or service center creates a classroom that is very different from the one we are used to seeing in colleges and adult schools, so it only follows that our approach to teaching in the factory should also differ.

Our goal is to teach employees skills that they need in order to be functional and successful in their work environment, and encourage them to apply those skills on the job and at home. For example, we motivate students to do the following:

- work more efficiently and more safely
- make fewer mistakes
- solve problems working interactively
- take greater responsibility for their jobs
- recognize the interconnectedness of the various jobs in their workplace
- be better communicators in the workplace

Company needs are revealed through a needs assessment. At that time, we also determine the basic skills needs of the employees. We are learner centered, as the individual employee's needs are considered alongside those of the company.

Once we have determined those needs, we develop curricula that incorporate basic skills, using the workplace literature (e.g. forms, applications, codes, abbreviations, charts and tables, handbooks, regulations, procedures, policies, memos, letters) of the company. Because each company is different, the needs and literature are also different; hence, we develop new materials for every company in which we teach. By utilizing these workplace items, we help students transfer and apply their skills directly to their jobs.

We rely on the classroom techniques of problem solving, cooperative learning, and group discussion. Our overall approach is concept based, with the emphasis on application, such as in role plays, dialogues, and group work. Despite the specific course titles, we incorporate the elements of math, English, and communication skills into all of our sessions.

In terms of students evaluation, after initial testing we give a pre-test and post-test in order to determine comprehension. Students receive feedback throughout the course from the instructor, as well as from fellow students as we sincerely believe in the powerful positive reinforcement of peer critiques and cooperative exchanges.

In essence, we believe that although we make the materials for the students with which to work, it is the students who truly make the class.

PRESENTATION SKILLS ♦ SESSION 1

OBJECTIVES:

In order to prepare a presentation, at the end of this session students will be able to do the following:

- identify the traits of good and bad speakers
- identify the links between themselves, their audience, and presentation
- keep their stress and anxiety in check

TOPICS:

- lines of communication
- body language and speaking habits
- characteristics of good and bad speakers
- managing stress

METHODS:

- discussion
- speaking in front of class

EVALUATION:

- self evaluation

MATERIALS:

- handouts

TEACHER TIPS ◆ SESSION 1

- **Students' expectations of the course**

- **Course overview**

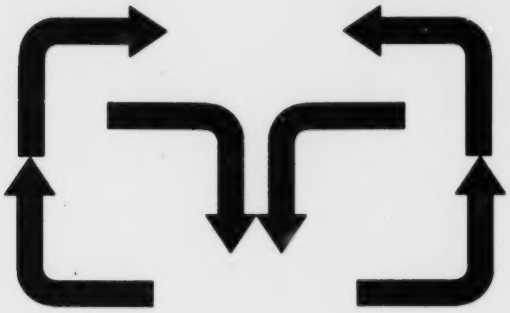
  1. Explain what the presentation entails (time, background work, etc.)
  2. Explain accordion approach (preparing a presentation for different lengths of time)
  3. Explain the use of visual aids
  4. Explain the correct approach to question and answer sessions
  5. Explain the mental preparation: relaxation, getting organized, relieving presentation anxiety and stress, maintaining a positive image of oneself.

- **Communication Overview Handout** – be sure to note how this visual encompasses all forms of communication (verbal and written).
  Use examples to show how the *topic* can remain the same, but the *purpose* and *audience* can change to give a different style of presentation.

- **Good and Bad Speakers** – ask the students to brainstorm about what they think are the characteristics of good and bad speakers. Make two lists.

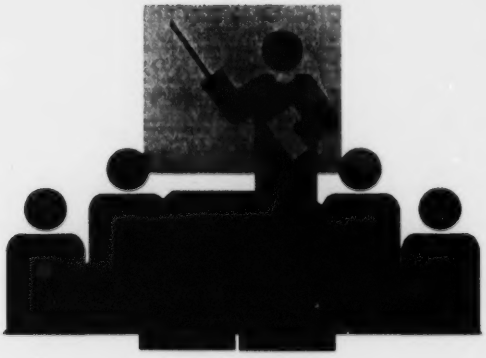
- **Joke** – ask students to come prepared to tell a joke in front of the class for next session.

LINES OF COMMUNICATION



Lines of Communication

Speaker	Presentation	Audience
What purpose?	Topic?	Who?
What knowledge?	Format?	What knowledge?
What interest?	What purpose?	What interest?
What tone?	What effect?	What purpose?
Which gestures?		Who else?



TEN TRIED AND TESTED TIPS

- Know your **purpose** – make sure it's feasible and appropriate
- Identify the **message** and **main ideas**
- Believe that what you are doing is important
- Know your **audience**
- Give your listeners something of value to them
- **Adapt** to the changing needs of the situation and the audience
- Prepare well for **questions**
- Keep **visual aids** readable and simple
- Always dry run the presentation – **practice!!**
- Keep your perspective and **enjoy** yourself

KEEPING YOUR STRESS AND ANXIETY IN CHECK

DO'S	DON'TS
Imagine yourself successfully speaking before a group – keep that positive mental picture of yourself! !	Let stage fright scare you away from doing your presentation of from enjoying your presentation.
Make eye contact with several individuals in your audience (friendly, warm response will help you to relax).	Avoid eye contact – you'll lose your audience.
Breathe deeply to relax and take in plenty of oxygen. See "Voice Tune-Ups."	Tighten up your chest (from stress/nerves) and cut off your ability to breathe deeply
Remember that good speakers are not born with some special talent. It takes preparation and lots of practice to be good !	Tell yourself "I'm not good at making presentations."
Remember that good, experienced speakers get nervous too. They have also become good at overcoming/controlling it.	Assume that your nervousness means that you really can't handle this or that you are not really prepared (if you really are).
Remember that there are ups and downs in the planning/preparation/practice phases. Keep your spirits up and keep the "downs" in perspective.	Get discouraged if you aren't "perfect" and don't remember to follow all the tips !
Keep your focus on the message – get into your subject !	Worry about what the audience might be thinking of your voice, clothes, grammar, etc.
Keep breathing deeply and relax yourself.	Forget to shut off images of yourself failing, blundering or engaging in negative self talk such as, "I can't do it; I'll never be any good."
Hold on to the positive image of yourself as a successful speaker !	
Congratulate yourself for all your effort! !	

LET'S RELAX!!

Follow these exercises to relax before you make your presentation (practice or final).

STRETCH raise your arms gently over your head and gently reach higher with your left arm, then right, left, etc. Now bend at the waist and gently sway your upper body from side to side. Slowly stand straight and gently shake your arms, becoming more vigorous as you go.

RELAX your shoulders and neck. Do the head roll – gently roll your head from the left to the right and back. Raise your shoulders and roll your shoulders in circular fashion.

BREATHE deeply and relax. Imagine yourself speaking in front of the group. See yourself relaxed as you speak; hear your voice sounding clear and calm and **b r e a t h e** deeply again.

Let's Relax!!

VOICE RELAXATION

VOICE TUNE-UPS

SIGH — a deep sigh, letting your shoulders slump toward the floor

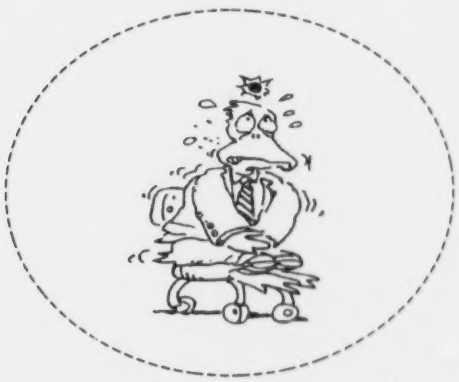
INHALE and EXHALE — deeply and slowly. Breathe in through your nose, filling your lungs and feeling that your lower abdomen is expanding. Exhale through mouth and as you do your abdomen should pull in.

Say "AH" — then a series of "ahs," each becoming more forceful than the last.

AH.....AH...AH.....AH...

PRACTICE MAKES PERFECT ! !

DON'T PANIC!!!



Practice/rehearse your way to being relaxed and doing a great job!!

- Did you know that in a recent survey, from a list of 130 typical fears, the fear of *"public speaking"* was ranked in the top ten fears by 71% of the people who responded? ***You are not alone!!***

TAKE STOCK OF YOUR FEAR

- within your control – **manage it**
- out of your control – **let it go**

Keep your relaxation notes handy and use them!!

PRESENTATION SKILLS ♦ SESSION 2

OBJECTIVES:

In order to give cohesive presentations, at the end of this session students will be able to do the following:

- tell a joke in front of the class
- plan presentation using the accordion structure
- identify main ideas and supporting details
- identify objectives
- prepare a draft of their presentation that has a good introduction, body, and conclusion

TOPICS:

- accordian structure
- planning and organizing
- main ideas and supporting details
- introduction, support, and conclusion

METHODS:

- individual presentation in front of class
- independent work on presentations
- writing

EVALUATION:

- teacher input into first draft
- critique of presentation

MATERIALS:

- worksheets

TEACHER TIPS ◆ SESSION 2

- **Accordion structure** – handouts

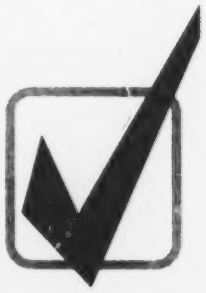
- **Preliminary Plan Worksheet** – handout
  It's important for students to begin to focus on their topic, what they want to say about it, the purpose, and the audience. Encourage students to fill this out.

- **Guidelines for Organizing Materials** – handout
  When students have completed their research, they are ready to write out their presentations. Take them through the worksheets and suggest they use one or a combination of the approaches to organize their materials. Give examples to make these clear.

- **Freewriting**
  When the students feel comfortable with the organization of their presentation, they can begin to freewrite. This is an opportunity for the teacher to spend time with students individually to make sure that they are focused, organized, and in control of what they are doing.

ANXIETY CHECK-UP

BEFORE you tell your joke:



Breathe deeply
Relax your upper body
Do "Voice tune-ups"
Imagine yourself speaking with calm and ease

AFTER your joke:

How did you FEEL during it? _____

_____

Did you try to relax if you noticed nervousness (e.g. dry mouth, racing heart, sweaty palms, etc.) _____

_____

Did you let your fear of "messing up" take control? Were you able to stop the negative thinking and relax? _____

_____

What do you need to work on for the next time? _____

_____

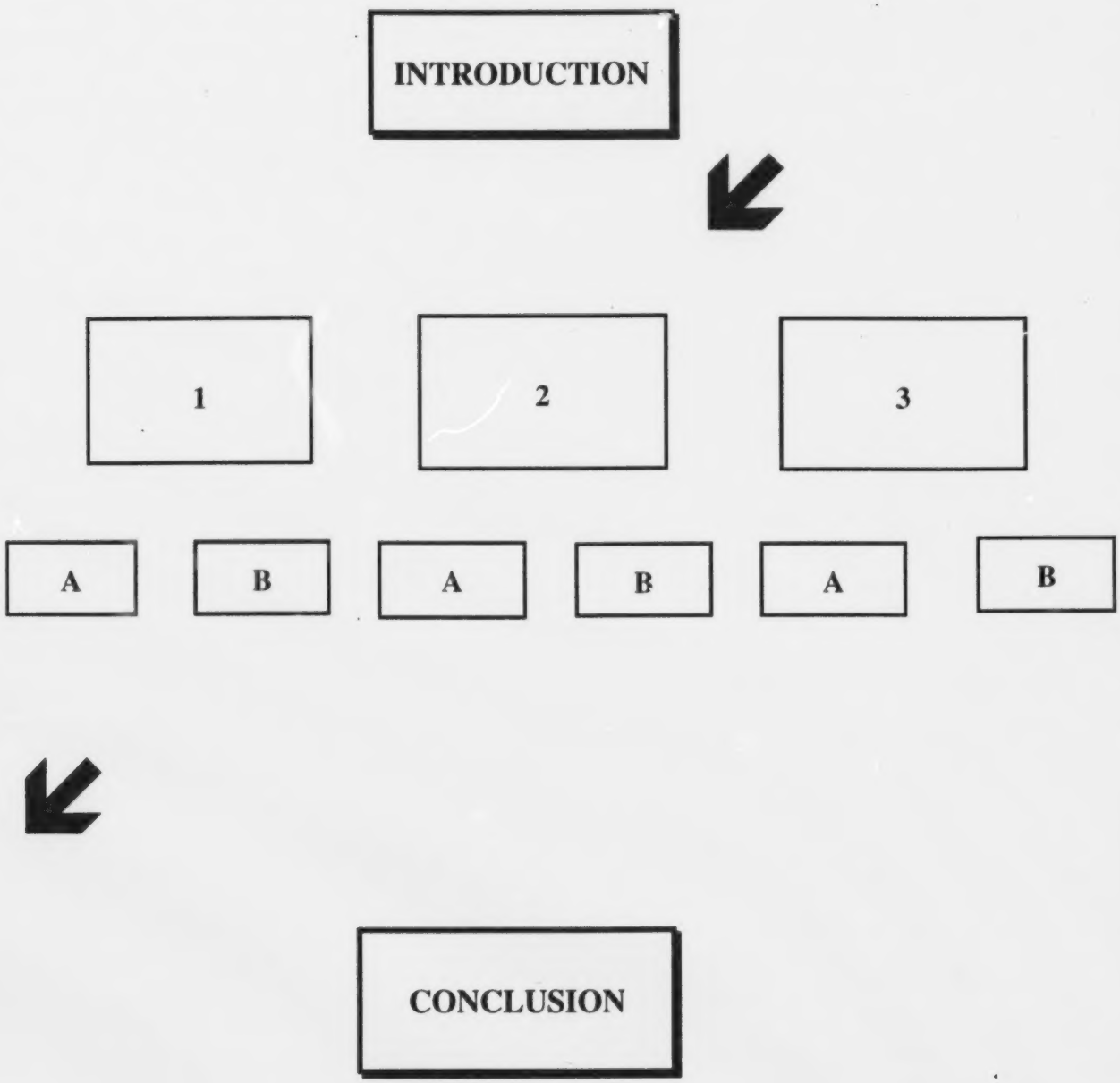
ACCORDIAN STYLE PRESENTATIONS – 5 MINUTES

INTRODUCTION

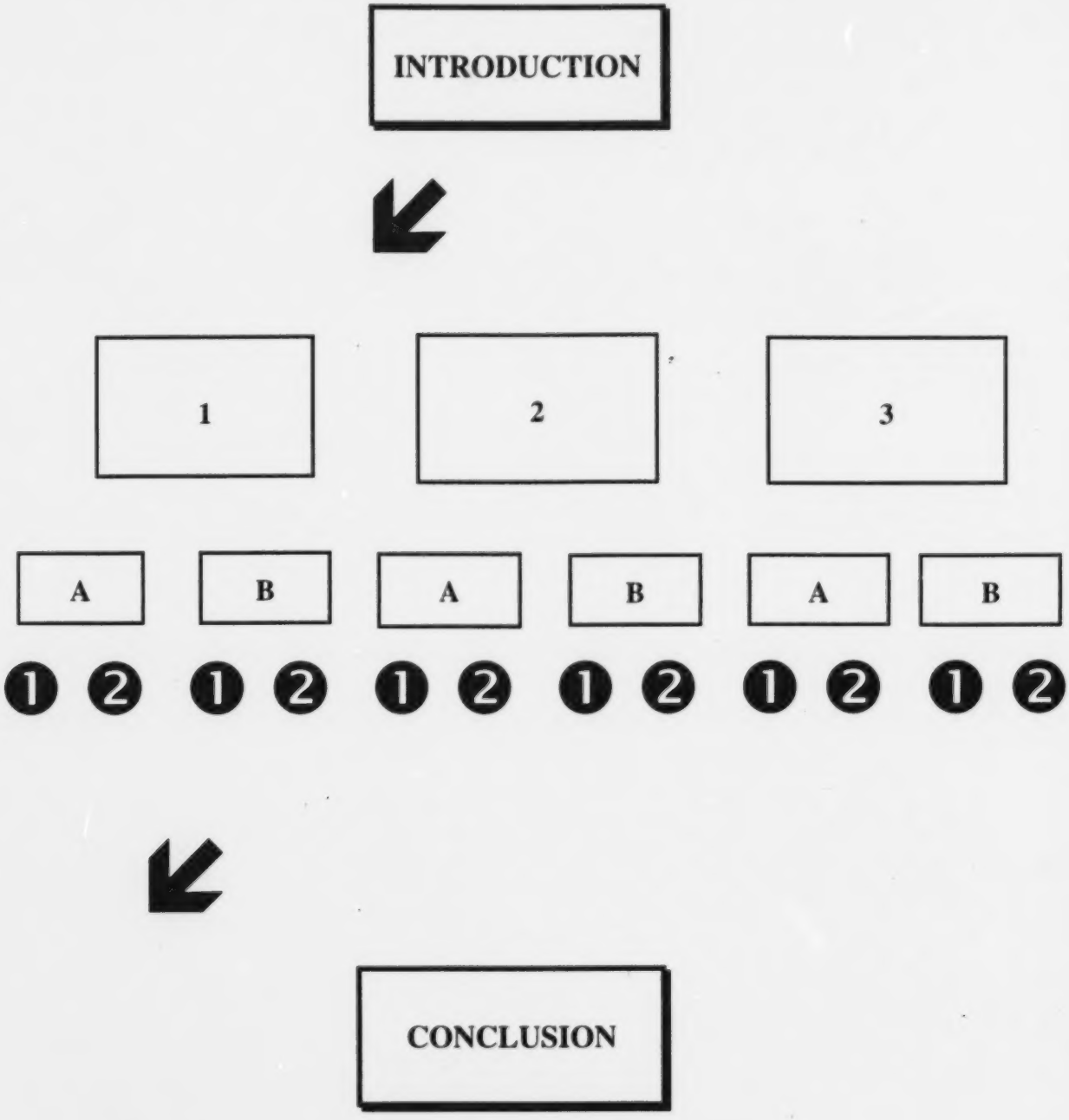
1	2	3

CONCLUSION

ACCORDIAN STYLE PRESENTATIONS -- 15 MINUTES



ACCORDIAN STYLE PRESENTATIONS – 30 MINUTES



PRELIMINARY PLAN WORKSHEET

Topic of presentation: _____

_____

Length of presentation: _____

Who requested that the presentation be made? _____

_____

Purpose of presentation:

1. _____

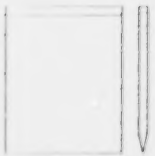
   _____

2 _____

   _____

3. _____

   _____



AUDIENCE ANALYSIS

A. Audience Identity:

Who? _____

Relationship to me? _____

Knowledge about topic? _____

Interest in topic _____

Additional background information: _____

_____

Probable questions: _____

_____

B. Probable Attitude and Personality

Attitude towards topic: _____

Possible objections: _____

_____

Attitude towards me: _____

Organizational Climate: _____

Probable reaction: _____

C. Expectations

Intended effect: _____

Which tone to pitch? _____

MAIN IDEAS OR CONCEPTS

What *main ideas* or *concepts* must the audience understand and remember if you are to achieve your purpose?

1. _____

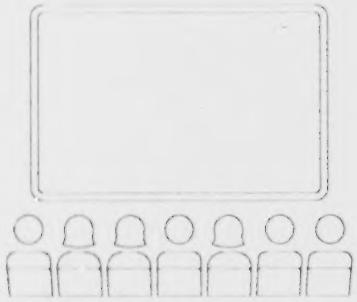
_____

2. _____

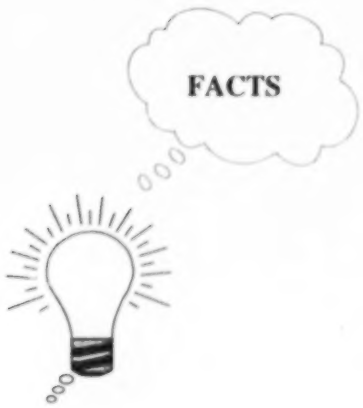
_____

3. _____

_____



FACTUAL INFORMATION



What *factual information* do you need to support your main ideas?

Idea 1: _____

_____

Idea 2: _____

_____

Idea 3: _____

_____

Idea 4: _____

_____

GUIDELINES FOR ORGANIZING MATERIALS

INTRODUCTION:

There are three purposes to the introduction:

I. selling the audience on listening to your presentation
II. introducing the subject matter to the audience
III. establishing your personal credibility as a speaker and regarding the subject matter

Suggested Approaches for the Introduction

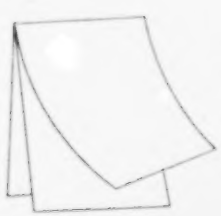
1. Open with a direct statement of the subject and why it is important.

2. Link the subject to something that you know is of interest or concern to the audience.

3. Give an example or comparison leading directly to the subject.

4. Use a strong quotation or give important statistics about the subject.

5. Tell a story related to the subject.



GUIDELINES FOR ORGANIZING MATERIALS

BODY:

Once you have given the introduction, the body of your presentation must develop the main ideas that you have laid out in your preliminary plan. In essence, you must fulfill the commitment that you have made to your audience. You must try to make them believe that the subject is as important to them as it is to you.

You can use several techniques:

1. statistics
2. examples
3. comparisons and contrasts
4. narratives or testimonies
5. argument (pros and cons)
6. process analysis

GUIDELINES FOR ORGANIZING MATERIALS

CONCLUSION:

Remember that your ending is what the audience takes away with them. Therefore it is critical. A good conclusion provides a summary of the main ideas, a review of the purpose of the presentation, and an appeal for audience action.

PRESENTATION SKILLS ♦ SESSION 3

OBJECTIVES:

In order to prepare themselves for presentations, at the end of this class students will be able to do the following:

- identify effective visual aids
- create effective visual aids

TOPICS:

- visual aids

METHODS:

- discussion
- individual writing

EVALUATION:

- successful completion of worksheets
- review of first draft

MATERIALS:

- worksheets

TEACHER TIPS ◆ SESSION 3

- **Discussion** – What kind of visual aids are effective? How different types of visual aids can work for different types/lengths of presentations. What are the problems they have with visual aids?

- **Generating Visual Aids** – students will generate visual aids to go with their presentations.

PRESENTATION AIDS

1) Never use a presentation aid before an audience until you have rehearsed with it.

- ◊ Be sure it works!
- ◊ Know how to set it up
- ◊ Try the visual out on videotape or with an objective observer

2) Make sure the visual aid is a help rather than a hindrance to communication.

- ◊ Keep aids simple, clear, and accurate
- ◊ Don't use too many visuals; no more than 7 or 8 for a 15 minute presentation
- ◊ Show only one key concept per visual
- ◊ Be sure the visual conveys the idea better than speech alone could
- ◊ Use pictures and graphics rather than text
- ◊ Use contrast or color to emphasize or clarify main points, but don't overdo it

3) Don't waste your audience's time with your presentation aids.

- ◊ Be sure all necessary equipment is available and in place before you start
- ◊ Be sure your visuals are in sequence before you start
- ◊ Don't put away your equipment – wait until your audience has left

4) Project your voice more than normal

- ◊ Remember that a listeners attention is divided between you and the visual (particularly if the room is darkened)

PRESENTATION AIDS

5) Don't stand between your listeners and the visual aid

- ◊ Stand to one side (and vary the side)
- ◊ Use a pointer

6) Don't let the visual aid distract you

- ◊ Face and talk to the audience, not to the aid
- ◊ Don't interrupt your talk when you change slides or handle aids
- ◊ Use the aid to support your message; avoid modifying your message to support the aid

7) Don't let the visual aid distract your audience

- ◊ Don't show the aid until you are ready to use it
- ◊ Handle the aid only when you are making a direct reference to it
- ◊ When you're through with it, turn it off, remove it, or cover it
- ◊ Don't pass objects around during the presentation; either show them to the group as a whole or display them afterwards

DESIGNING EFFECTIVE VISUAL AIDS

An effective visual aid must . . .

- Present an idea better than speech alone
- Represent a key concept
- Support only one major idea
- Emphasize pictures or graphs rather than words
- Restrict the use of text to a maximum of 6 words per line, and 10 words per visual, with short phrases or key words rather than complete sentences
- Use color or contrast to highlight important points
- Represent facts accurately
- Be neat, clear, uncluttered
- Be appropriate to the audience, occasion, and message
- Have impact!

VISUAL AIDS GUIDE

TYPE	ADVANTAGES	DISADVANTAGES	TIPS
Blackboard White board	Versatile; easily available; inexpensive; good for informal message; small group audience involvement; room stays lit	Have to turn back to audience to write; have to stop and erase; can't be seen in large room; may not be very legible	Stand to one side so audience can see and you can maintain eye contact; write legibly and with large markers; prepare diagrams beforehand; erase ideas when finished
Flip charts Easels	More professional than a blackboard/white board; more flexible; no need to erase; you can return to earlier notes	Clumsy to carry; not good for large room	Be sure charts are neat and well prepared; be simple; one idea per chart; don't talk to chart; keep chart covered until ready for it; keep several different colored pens handy
Overheads	Portable; easy to use; inexpensive; prepared ahead of time; order can be changed; face the audience; room stays lit; machine is up front with speaker; little chance of mechanical failure	Clumsy to carry; projector may block view; tendency to confuse up/down; tendency to get out of focus	Watch that machinery doesn't block view; practice using the machine; don't put too much on individual overheads; try to type rather than handwrite
Slides	Prepared ahead of time; projectors are small, portable, and unobtrusive; easy to use; professional looking; slides can be rearranged and reused; color	Expensive if professionally prepared; room must be darkened	Put as little as possible on each slide; build up your points, one on each successive slide; slides can be converted to film strips when the same presentation is given a number of times
Videotape	Novelty; instant replay; good for repeated standardized presentations; excellent for training and rehearsal where feedback is important; room can be lit	Expensive; need TV monitor for viewing; TV format can distract audience from speaker	Practice first; if showing a part of a video, be sure you know where to stop and start; if showing whole video, make sure it's rewound before you start
Handouts	Can give extra background information to reinforce presentation; can be looked at in the audience's own time	Can be distracting; can be too detailed or overwhelming	Keep simple; try to use the same format for each page; decide whether to give them out before, during, or after presentation

PRESENTATION SKILLS ♦ SESSION 4

OBJECTIVES:

In order to give an effective presentation, at the end of this session students will be able to do the following:

- use notecards
- organize and practice presentations

TOPICS:

- notecard use
- organizing presentations

METHODS:

- individual writing
- group discussion

EVALUATION:

- instructor input into written work

MATERIALS:

- notecards
- presentations
- handouts

TEACHER TIPS ◆ SESSION 4

Students will spend this session completing their presentation, and practicing with visuals they have generated.

- **Individual work** – Teacher should spend the bulk of class time working *individually* with students so that by the end of the session their presentations are completed, students feel comfortable with what they have, and they are ready to start practicing.

- **Using notecards** – students will work on transferring their presentations onto notecards.

USING NOTES

* Notes should be on 4x6 cards.
* Organize your notes for the presentation
* Number each card in the upper right hand corner.
* Notes should be *brief* – a few phrases, words, statistics.
* Be sure to leave space between the points on the card so that they are easy to read.
* Use colored markers or capital letters to set off major points.
* Type or print your notes in large block letters so that they are easy to read.
* Do not staple your cards together! Use a clip to keep cards together until you need them for the presentation.
* If you drop your cards, do not panic! Remember that you have those handy numbers in the upper right hand corners.

MINDING YOUR P'S AND CUES

Presentation Pointers

Part I: Preparation and Planning

Audience

- Know your audience
- Focus speech on "you," not "I"
- Use familiar terms and explain any unfamiliar ones
- Don't tell off-color jokes
- Don't ridicule or belittle your audience
- Assume the audience is on your side

Material

- Know your material well
- Use simple words and short sentences
- Use your own style and your own words
- Organize your material
- Use highlighted notecards

Yourself

- Convince yourself to relax
- Identify your fears and try to control them
- Accept some fears as being good
- Rest up so you are alert
- Image yourself as a good speaker!

MINDING YOUR P'S AND CUES

Part II: Practicing

- Practice in front of a mirror or "live" audience
- Control peculiar mannerisms
- Watch your pronunciation, voice projection and pace
- Rehearse with notecards so you learn key words
- Consider responses to tough questions or situations

Part III: Presenting

- Dress comfortably, but professionally
- Don't wear distracting jewelry or inappropriate clothing
- Speak with assurance
- Show enthusiasm
- Make eye contact
- Don't just read notes – recall key words
- Don't do or say anything that you haven't planned
- Leave the "stage" confidently
- Be prepared for the unpredictable
- If something goes wrong, don't panic!
- Impress the audience with your knowledge
- Be yourself!

PRESENTATION SKILLS ♦ SESSION 5

OBJECTIVES:

In order to be well prepared in question/answer situations, at the end of this session students will be able to do the following:

- handle negative or difficult questions
- encourage audience participation in the Q/A session
- give constructive replies
- apply stress management techniques during Q/A sessions

TOPICS:

- practicing Q/A sessions
- guidelines for giving encouraging, receiving, and responding
- to questions
- turning negative audience situations into positive ones

METHODS:

- pair practice
- group discussion

EVALUATION:

- peer critique of practice Q/A session
- self-evaluation of same practice

MATERIALS:

- worksheets

TEACHER TIPS ◆ SESSION 5

Students will practice in pairs this session and give feedback to each other. This is an extremely useful exercise as it gives them the opportunity to test out what will work and what will fail. By this stage in the course, students all feel very comfortable with each other and give and take critical feedback.

- **Q and A sessions** – handouts
  These handouts show how students can use Q/A sessions to help move their presentation along, and also how they can prepare to respond promptly and concisely. Moreover, students will learn how to handle negative questions and precarious audience situations.

- **Determine order of student presentations** – let the students decide in what order they will present. Make a list. We have found that it's important for students to know when they will be "on" to present. Let them negotiate, or have them draw for order.

QUESTION AND ANSWER SESSIONS

? ? ? ?

General Tips

? Anticipate the most likely questions and prepare suitable responses

? Jot down statistics, dates, and other specific information

? Don't interrupt a question

? Repeat the question in your own words so that the audience can hear it and you have time to think about your answer

? If you are challenged, try "Yes, but . . ." to agree with a minor aspect of the question, but then go on to refute the questioner's position. If the questioner persists, don't get into an argument – suggest discussion after the session

? Spread questions around the room to avoid any one person dominating

? If questions aren't forthcoming, try *posing* a few yourself and *answering* them

HOW TO ANSWER QUESTIONS

❶ Prepare:

anticipate
prepare
practice

❷ Repeat the question:

buy time
let everyone hear it
make sure you understand the question
concentrate on the concept of the question

❸ Maintain the same style

Don't suddenly shift into jargon or incomprehensible language
Don't become more nervous when you ad lib
Don't be afraid to say "I don't Know" – but try to get back to that person at a later date

❹ Involve the whole audience

Keep 20% of eye contact on the person who asked the question and 80% to the rest of the audience

HOW TO ANSWER QUESTIONS

❺ Don't rate or judge the question

Don't say, "What a good question," or "Weren't you paying attention?"

❻ Neutralize negative questions

Turn negative comments or questions into positive answers

e.g.: "I think your product stinks!"

"Oh, so you're asking about the quality of our product? Yes, independent testing shows that . . ."

❼ Bring the Q/A session to a close

Say, "Time for three more questions" or "We have a few more minutes"

Rephrase your summary

HANDLING DIFFICULT QUESTIONS AND SITUATIONS

Teacher's Notes:

The objective of this activity is to encourage students to respond quickly and satisfactorily to difficult audience questions.

Teachers prepare notecards ahead of time. On the notecards, write a typical "difficult" question that might occur in a sales presentation. Students pick one card unseen and must do the following:

- ⇒ respond spontaneously and as quickly as possible
- ⇒ use a positive statement to start, as in "Yes, I see . . . but . . ."
- ⇒ make sure that the issue in the question is addressed and not avoided
- ⇒ discuss their feelings and responses

Students will learn how to:

- ⇒ prepare and anticipate for these sorts of questions
- ⇒ handle personal questions

HANDLING DIFFICULT QUESTIONS AND SITUATIONS

On notecards:

1. I believe your price seems higher than that of the people we are already dealing with.

2. You didn't meet our deadline for our last order. How can wee trust you to get things out on time this time around?

3. Do you deal with any of our competitors?

4. Why is the ABC Company better than its competitors?

5. I've been using Company X for years. Why should I switch?

6. I think we could do businesses with you. By the way, I have a son who wants to go into sales. Do you think you could put in a word for him with your boss?

7. I heard that Mullinay Association got a discount for a similar service. Is there any possibility that you can cut me the same deal?

PRESENTATION SKILLS ♦ SESSION 6

OBJECTIVES:

In order to give concise and cohesive presentations, at the end of this session students will be able to do the following:

- perform pre-presentation mental preparation and stress relievers
- give a clearly spoken presentation
- avoid presentation pitfalls
- evaluate each other's presentations

TOPICS:

- students' presentations
- evaluations

METHODS:

- individual presentations to the class

EVALUATION:

- teacher evaluation
- student evaluation
- peer critique

MATERIALS:

- individual presentation materials
- checklists for evaluation

TEACHER TIPS ◆ SESSION 6

- **Students give their presentations**. They will critique their *own* performances and the performances of others in the class.

- **Student Critique Sheet** – handout
  Students are given a sheet for every presenter. They do not need to put their own names on them. Encourage students to *add comments*.

- **Instructor's Critique** – instructor(s) will also critique the students' presentations using this form, which will be returned to the students after the final session. This is so that students have *two* forms of feedback: that of their peers and that of the instructors.

STUDENT CRITIQUE SHEET

Presentation Critique Sheet for _____

	Excellent	Very Good	Good	Little Value
PRESENTATION				
CONTENT				
PRESENTATION STYLE				
VISUAL AIDS				

INSTRUCTOR'S CRITIQUE SHEET

Presenter: _____

CONTENT

Organization: _____

_____

Clarity: _____

_____

PRESENTATION STYLE

Voice: _____

_____

Gestures and Posture: _____

_____

Eye Contact and Interaction with Audience: _____

_____

OVERALL SUGGESTIONS FOR IMPROVEMENT: _____

_____

_____